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ABSTRACT

This book presents the findings of a study of school desegregation strategies conducted in order to examine which of the various approaches to school desegregation most effectively reduce the level of segregation in public schools. The first two chapters look at school desegregation since the 1950s and mandatory versus voluntary desegregation strategies. Chapter 3 provides a descriptive analysis of the desegregation plans implemented in each of the 20 school districts in the study including brief historical backgrounds, desegregation techniques, implementation years, racial composition goals, and the sources of the desegregation plans. This chapter also provides a new classification scheme for measuring the relative impact of desegregation interventions. Chapter 4 presents the study's hypothesis, data collection methods, research design, analysis, and interpretation of results. This chapter concludes that the analysis demonstrates that the most coercive desegregation techniques desegregate school districts best and the goal of desegregation is most successfully met when whites are coerced into desegregation by school districts. Chapter 5 addresses the question of which desegregation plans result in more white migration away from public schools. Chapter 6 presents a summary and a look at models for policy formation. Included are 1 figure, 12 tables, and 281 references and cited court cases. (JB)

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